



The Paul Harvey Project: MSL Methods Inquiry Project Guidelines

Overview

Building on our study of inquiry-based learning as a sound, research-based method for content-area learning, we will use Paul Harvey's *Rest of the Story* format as a framework for conducting our own inquiries. In other words, you will be writing your own story modeled after Harvey's technique. For this project you will conduct an in-depth inquiry on a meaningful topic of interest to you (e.g., person, event, place, hobby, etc.), ideally related to English language arts and/or social studies in some way (it's okay if it's not, but you'll want to consider your topic in terms of historical inquiry as well —you should draw upon the list of topics of genuine interest you generated in class as a starting point). First, you will conduct research related to your topic and write a historical inquiry paper; and second, you will undertake an effort to uncover ironic, unexpected, and interesting details about your topic. In other words, your more formal research paper will serve as a bridge to writing your own *Rest of the Story* piece on your topic.

After writing your historical inquiry paper as described by Dr. Lee and Crystal, you will then re-organize your findings, or some aspect of them, in such a way that you present your audience with *the story*, and then you will lead them to the lesser known, ironic part—*the rest of the story!* As discussed in class, irony can be dramatic, but it can also be very subtle—either one can be very effective depending on how you spin your narrative. As part of our process, we will discuss irony and review some of the media literacy work from ECI 306. In addition to writing a research-based essay, we will bring Harvey's radio-based format into the 21st century by creating digital videos that we will post online so they can be shared with students and adults around the world! In preparation, we will read some of Harvey's stories and listen/view to past students' stories as well. Part of what we will listen for is the dramatic quality of Harvey's writing, voice, and presentation style—all of which contribute to characteristics of good storytelling.

Each phase of your research will be supported with appropriate scaffolds and structure. The process in which you engage will be similar to the process you will facilitate for your own students at some point. Although you will not necessarily use the same methods as your middle grades students, your experiences in this inquiry project should help you better understand and appreciate the inquiry process. Below are the phases of this project and, where applicable, the approximate due dates for completion of each step. *Onward with your quest for answers!*

- **Steps We Have Taken or Are Taking Currently...**
 - Discussed questions-based curriculum and the importance of inquiry-based learning.
 - Discussed and created characteristics of *good questions* (ref.: Allen, Postman & Weingartner, & our collective ideas).
 - Via a class guided freewrite, generated a list of possible topics of interest to you for research, preferably related to English language arts and/or social studies (e.g., Civil War in NC, YA author J. K. Rowling, how words come into existence, Roanoke Island, death of Edgar Allan Poe, etc.).
 - Read and discussed a couple of Paul Harvey's stories (e.g., origins of Coca-Cola, Patrick Henry's "imprisoned" wife), identifying characteristics of the stories, including the use of irony as a rhetorical strategy.
 - Via a follow-up freewrite on your own, choose a focus topic and generated 3 "good" questions (as per class work and discussions) that are motivating your interest. Posted this to the MSL Senior Methods Wiki. Continue to finesse topic and questions and pursue sources and conduct initial research efforts.
- **Steps We Will Continue To Take...**
 - Provide, receive and use peer feedback as you continue to develop a reasonable and appropriate inquiry topic and related questions representing the characteristics of a "good question" as explored in class. Receive and use instructor feedback as well.
 - Examine inquiry in various academic contexts and apply some of these inquiry methods to your own inquiries.
 - Read, view, and discuss Harvey's stories and past student project examples.
 - Explore irony as a rhetorical strategy and the media as it relates to Harvey's stories and more (brief review of critical media literacy).
 - Explore additional inquiry-based learning strategies (e.g., I-Search, Learning Stations, Multigenre Research Project, WebQuest, Web Inquiry Project (WIP), Oral History/Digital Storytelling, SCIM-C, etc.) that you might use in your own classroom in the future.
 - Discuss digital video, and scripting and storyboarding
- **Additional Steps You Will Need To Take and Due Dates:**
 - Locate and utilize resources for answering your expanded/elaborated question(s) – *ongoing through the due date for your completed project*
 - **Historical Inquiry Paper:**
 - Peer & Instructor Review Draft of your historical inquiry paper – **Tuesday, Sept. 25**
 - Final Draft Due: **Tuesday, Oct. 2**
 - **Paul Harvey Rest of the Story Version of your Paper:**
 - Peer & Instructor Review of Draft of your Paul Harvey Rest of the Story version – **Thursday, Oct. 11**
 - Final Draft Due: **Thursday, Oct. 18**
 - Recording/ editing Digital Video (DV) – week of Oct. 24; **DV DUE: Posted to CED Video – by Mon., Oct. 29**

- **Middle Grades Inquiry Application Reflection and Self-Evaluation** components (self-evaluation letter and assessment rubric)
–*Tues., Oct. 30*

Inquiry Process

As you work on your project outside of class, keep track of your process—*what you do, where you look, and what you find*. Also, keep in mind the various models of inquiry that we have read about and discussed in class. Think about the structure for your inquiry in the context of these methods. While our process includes two variations, a historical inquiry approach and a related story that uses the Paul Harvey framework, any of these strategies could be implemented in your own classroom with the right planning, preparation, and scaffolding. At its core, inquiry-based learning includes the following steps:

- Choose an area of genuine interest or identify an authentic problem.
- With your topic in mind, pose a creative and original question (or questions) reflecting the characteristics of a good question and indicating a clear research focus that enables you to work with primary or first-hand sources.
- Locate relevant, reliable, and timely resources.
 - Consider primary and/or authentic sources.
- Analyze resources and extract information from those resources that address your question(s) or problem
 - The process for analyzing resources can include a range of academic activities. The content of your inquiry will, to some degree, influence the specific approaches to your analyses. Research in the field of history can be supported using the SCIM-C method online at <http://historicalinquiry.com>.
- Format and present your findings as an answer or solution.
- Craft a quality presentation of your findings appropriate for the context in which you are working and share your findings with others.
 - Considerations include mode or multimodal, audience, and purpose

Project Requirements

- Completion of all project steps as described above.
- **A Historical Inquiry Paper (5 pages)** that reports on an original investigation of a well-stated question. Your research should result in some new or original knowledge that contributes to what we already about the topic. In order to make an original contribution, you will need to access primary historical sources. Scaffold your work on this project using the SCIM-C method.
 - Double-spaced, 12 point Times New Roman font
 - You should directly reference primary source materials where appropriate to support the inferences and claims you make in your paper
 - Internal citations & references page using Chicago Style Manual online: http://www.chicagomanualofstyle.org/tools_citationguide.html
- **A Rest of the Story version of your paper (5-7 pages)** on a topic of your choice (excluding any of Harvey's topics), the format of which is modeled after Paul Harvey's *Rest of the Story* framework, and demonstrates your expertise of your topic and an understanding of irony and media.
 - Double-spaced, 12 point Times New Roman font.
 - Internal citations where appropriate using APA format.
 - In addition, a References page should be included that lists in APA format all of the sources you consulted and used for your paper (at least 3-5 quality sources).
 - Your story should reflect your ability to use conventions of good writing. Please take the time to proofread carefully yourself and to use the feedback provided by peers and instructors.
 - A quality **digital video** of your story that can be shared with others (preparation should include a storyboard).
- **Inquiry Application (1-2 pages)**
 - In addition to your work on *your* inquiry, we want you to write about how you think an inquiry activity or project on a content area focus might be facilitated in a middle grades class. This could involve you contrasting your work with how you might imagine it being conducted in a middle grades classroom. Think about the additional structure or scaffolding you would need to provide middle grades students if they were to conduct an inquiry on the same topic. Consider the resources students would use, the amount of time that would be required, and how the inquiry aligns within the Common Core State Standards for English Language Arts and Social Studies. This part of the project should take the form of a 1-2 page reflective essay.
- **Self-Reflection Letter (1-2 pages) and Self-Evaluation Rubric**
 - For the final components of the project, you will write a letter reflecting on your inquiry experience and complete a self-evaluation rubric (attached), which we will also use to assess your project. In your self-evaluation letter addressed to Dr. Young, Dr. Lee, Crystal, and Clarice, please discuss the following items:
 - How you chose your topic/focus.
 - How you experienced researching and writing your inquiry project. How challenging or easy it was to write your piece. Explain.
 - Rate your final draft on a scale of 0 - 3 (zero being the lowest score). Discuss in detail why you chose this rating.
 - Give specifics about the changes you made between earlier drafts, revisions, and your final drafts. Describe the growth of your project through the revision process.
 - Give specific examples about the qualities of good writing that you think you have demonstrated in your piece (e.g., examples from your project in the form of specific lines, excerpts, stylistic qualities, "brush strokes," "noticings," etc.).
 - Give specific examples about the qualities of good historical research that you think you have demonstrated in your piece.
 - Most writers consider all of their work as "in-progress," a process cut short by the reality and necessity of deadlines. What qualities would you still like to work on in your writing? And, if applicable, with this project?
 - Finally, before closing, feel free to reflect or comment on any other aspect of your project or process that you would like to that is not addressed through the items above.

